

# THE EDUCATION UNIVERSITY OF HONG KONG

## Course Outline

### Part I

<b>Programme Title</b>	: Bachelor of Social Sciences (Honours) in Policy Science and Management
<b>Programme QF Level</b>	: 5
<b>Course Title</b>	: Internship (Applied Policy Analysis Consultancy) (APAC)
<b>Course Code</b>	: SSC4258
<b>Department</b>	: Asian and Policy Studies
<b>Credit Points</b>	: 6
<b>Contact Hours</b>	: 6 - 8 weeks
<b>Pre-requisite(s)</b>	: Nil
<b>Medium of Instruction</b>	: EMI
<b>Course Level</b>	: 4

### Part II

The University's Graduate Attributes and seven Generic Intended Learning Outcomes (GILOs) represent the attributes of ideal EdUHK graduates and their expected qualities respectively. Learning outcomes work coherently at the University (GILOs), programme (Programme Intended Learning Outcomes) and course (Course Intended Learning Outcomes) levels to achieve the goal of nurturing students with important graduate attributes.

In gist, the Graduate Attributes for Undergraduate, Taught Postgraduate and Research Postgraduate students consist of the following three domains (i.e. in short "PEER & I"):

- Professional Excellence;
- Ethical Responsibility; &
- Innovation.

The descriptors under these three domains are different for the three groups of students in order to reflect the respective level of Graduate Attributes.

The seven GILOs are:

1. Problem Solving Skills
2. Critical Thinking Skills
3. Creative Thinking Skills
- 4a. Oral Communication Skills
- 4b. Written Communication Skills
5. Social Interaction Skills
6. Ethical Decision Making
7. Global Perspectives

## 1. Course Synopsis

This course is delivered through the placement of students with a ‘client’ organisation (government body, civil society group, not-for-profit or private sector organisation). The student intern will be appointed an Academic Supervisor and a ‘Mentor’ within the organisation. The internship programme is overseen by the ‘Internship Programme Coordinator’.

The internship placement is designed to embed the student within an organisation and provide opportunities for the student to understand the real-life workings, issues, problems and constraints organisations face in the management of policy related issues.

Working with the Academic Supervisor, Mentor and Internship Programme Coordinator, the student will undertake the following activities:

- (a) Identify a current policy related issue the organisation is confronting (e.g., programme evaluation, policy drift, changing government ordinances, policy uncertainty, new regulatory environment, organisational adaptability and policy compliance). Alternatively, student may elect to ‘benchmark’ organisational practices/outcomes.
- (b) Organisational mapping: identify and engage relevant organisational stakeholders.
- (c) Develop communication strategies to engage key organisational office holders.
- (d) Where appropriate conduct interviews, surveys, collect documentation and data.

## 2. Course Intended Learning Outcomes (CILOs)

*Upon completion of this course, students will be able to:*

- CILO<sub>1</sub> Understand the process of policy formulation and issues and operations within a real life settings;
- CILO<sub>2</sub> Critically examine the problems, issues, challenges an organization faces in real life; and
- CILO<sub>3</sub> Apply policy analysis, communication strategies and stakeholders engagement in real life.

## 3. Content, CILOs and Teaching & Learning Activities

Course Content	CILOs	Suggested Teaching & Learning Activities
Identify a current policy related issue the organisation is confronting (e.g., programme evaluation, policy drift, changing government ordinances, policy uncertainty, new regulatory environment, organisational adaptability and policy compliance).	CILO <sub>1-3</sub>	Internship in an organization, interim journal and final report
Organisational mapping: identify and engage relevant organisational stakeholders.	CILO <sub>1-3</sub>	Internship in an organization, interim journal and final report
Policy analysis, communication strategies, stakeholders engagement and/or advocacy.	CILO <sub>1-3</sub>	Internship in an organization, interim journal and final report

#### 4. Assessment

Assessment Tasks	Weighting (%)	CILO
<p>(a) <b>Evaluation:</b> A performance review of the student by the organisational Mentor, Internship Programme Coordinator from the University, and the Academic Supervisor for the Capstone Projects.</p>	50%	CILO <sub>1-3</sub>
<p>(b) <b>Interim Reflective Journal:</b> Assessed by the Internship Programme Coordinator from the University and the students' Academic Supervisor. Students are required to submit a reflective journal to include a summary of short reflections and observations on activities undertaken during the internship and relevant correspondences with their Internship Programme Coordinator and Academic Supervisor that highlight key aspects of the internship experience most relevant to the student's learning goals and preparation of the <i>Capstone Project (Phase I): APAC - Project</i> as well as those which make connections to the knowledge and skills gained in the first year of the Programme. Assessment of the Journal focuses on the content rather than writing skills and the length of submission. Key assessment criteria include relevance of observations and insights, analytical sophistication, ability of diagnose organisational issues/problems, ability to synthesize information and distil sources of information.</p>	10%	CILO <sub>1-3</sub>
<p>(c) <b>Individual Report (word limit: 1,500 words):</b> Submitted as a summative report by students at the end of the internship detailing the key learning outcomes, achievements and plans for further development in the <i>Capstone Project (Phase I): APAC - Project</i>. This is assessed by the Internship Programme Coordinator and students' Academic Supervisor jointly.</p>	40%	CILO <sub>1-3</sub>

#### 5. Required Text(s)

Nil

#### 6. Recommended Readings

- Dower, N., & Williams, J. (Eds.) (2002). *Global citizenship: a critical introduction*. New York: Routledge.
- Kiser, P. M. (2009). *The human services internship: getting the most from your experience* (2<sup>nd</sup> ed.). Belmont, Calif.: Thomson Brooks.
- Ku, A.S., & Pun, N. (Eds.) (2004). *Remaking citizenship in Hong Kong: community, nation, and the global city*. London: Routledge.
- Nisbet, J., & Hagner, D. (Eds.) (2000). *Part of the community: Strategies for including everyone*. Baltimore, Md.: Paul Brookes Publishing.
- Princeton Review (2000). *The internship bible*. New York: Random House.
- Reid, A. et al. (2008). *Participation and learning: perspectives on education and the environment, health and sustainability*. New York: Springer.
- Reid, A., & Scott, W. (Eds.) (2008). *Researching education and the environment: retrospect*

*and prospect*. London: Routledge.

Sweitzer, H. F., & King, M. (2009). *The successful internship: personal, professional, and civic development* (3<sup>rd</sup> ed.). Belmont, Calif.: Brooks/Cole Cengage Learning.

**7. Related Web Resources**

Nil.

**8. Related Journals**

Nil.

**9. Academic Honesty**

The University adopts a zero tolerance policy to plagiarism. For the University's policy on plagiarism, please refer to the *Policy on Academic Honesty, Responsibility and Integrity with Specific Reference to the Avoidance of Plagiarism by Students* (<https://www.eduhk.hk/re/modules/downloads/visit.php?cid=9&lid=89>). Students should familiarize themselves with the Policy.

**10. Others**

Nil.